VOICES FOR IMPACT

WORKSHOP PLAN

LEARNING SKILLS & WORK

SUPPORTED BY PEACEPLUS, A PROGRAMME MANAGED BY THE SPECIAL EU PROGRAMMES BODY (SEUPB)

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Introduction

These workshop plans are designed to support youth workers (or anyone working with children and young people) across Northern Ireland, the Republic of Ireland, Scotland, and Wales in delivering engaging, meaningful sessions that connect young people with the Voices for Impact digital platform.

Each workshop uses participative and youth-centred methodologies to explore one of the Voices for Impact six thematic areas aligned with the United Nations Sustainable Development Goals (SDGs). Through these activities, young people are encouraged to reflect on their lived experiences, discuss the issues that matter to them, and contribute their views in a way that supports real change.

These workshops also uphold the principles of the UN Convention on the Rights of the Child by supporting Article 12 - every child's right to express their views freely and have those views taken seriously in matters that affect them.

The six thematic areas are:

1. *Good Health and Well-Being (SDG 3: Good Health and Well-Being)*
2. *Learning, Skills and Work (SDG 4: Quality Education)*
3. *Safer Society (SDG 16: Peace, Justice and Strong Institutions)*
4. *Fairer Society (SDG 10: Reduced Inequalities)*
5. *The Planet (SDG 12: Responsible Consumption and Production)*
6. *Digital Access (SDG 9: Industry, Innovation and Infrastructure)*

Each workshop is structured as a 60-minute session and concludes with participants completing the relevant survey on the Voices for Impact website (www.voicesforimpact.ai) ensuring that young people can share their views in an informed, confident, and engaged manner.

Two workshop plans are provided for each thematic area, giving you flexibility to choose the session best suited to your group's age, background, interests, and level of awareness. An additional resource pack is also included, offering a range of icebreakers, energisers, and games that can be used to tailor the session to your group's needs. Please note timings are only suggestions and adjust to suit your group and context.

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WORKSHOP PLAN

Workshop: Learning, Skills and Work - Plan A

Learning Objectives

- Explore the different ways you can learn and build new skills.
- Identify what helps or gets in the way of your learning.
- Recognise the skills you already have and how they can grow in everyday life.

Materials Needed

- Pens / Markers
- Flip chart paper / paper
- Prizes
- Post-it

Workshop plan

5 min Welcome

- Ask young people to share their name (and if it will work for the group - one thing they enjoyed learning)
- Share that Voices for Impact is an online platform where young people like you can share your opinions on things like school, friends, and the environment, so leaders can make better decisions for young people.
- What makes it unique is that you do this digitally and quickly.
- Across NI, ROI, Scotland and Wales lots of young people are using this to help us gather collective data, to enable us to impact and influence decision making.
- Share the learning objectives for the session.
- If appropriate, discuss and establish ground rules for sharing and listening respectfully.

5 min Ice-breaker

Select one suitable for the group from the resources provided or select your own.

15 min Places we learn

- Divide the participants into smaller groups
- Explain we are going to have a competition, and whichever groups is able to list the most answers in 5 minutes will win prizes.
- Give each group a page and pen.
- Explain they have approximately 1-minute to come up with all the places you learn.
- When finished get them to swap sheets with another group who will tally their answers.
- Return sheets, share scores and give prizes to the group with the most.
- Do the same for the second question: list as many skills that a person can have.
- Do the same for a third question: name all the types of jobs you can have.
- Pull back into full group and open discussion using the following questions:

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1. What makes learning easy or hard in the places you listed?
2. Which skills do you use most in your everyday life, and where did you learn them?
3. How much do you think about the jobs people do or about what jobs you might want in the future?

15 min My skills

- Give each participant a post it. Ask them to write:

1. One skill they're good at (e.g. baking, football, drawing, coding, being kind).
2. One skill they'd like to learn (e.g. guitar, swimming, speaking another language).

- Move into group, with one leader per group.
- Ask each person shares their two skills - if it helps leaders can do this also.
- Open up discussion using these questions:
- Where did you learn your skill?
- What helps us learn skills?
- What makes it hard?
- How could someone learn the skill you want?
- Where could we learn these skills?
- Who could help us with learning the skills
- Thank the group for sharing, hopefully it's been interesting to learn about the skills others have and want; but importantly how, where and who can help us learn them.

10 min Survey

- Move into the full group
- Guide participants through the Learning, Skills and Work survey on Voices for Impact website
- Support those who need help reading or understanding questions
- Encourage honest responses based on their own experiences
- Hand out tablets / laptops to get young people to complete; or if young people have their own device share the website or a QR code to the survey.

5 min Reflection and Close

- Reflection: One word describing how they feel or what they are thinking at the end of the sessions.
- Explain how their contributions will contribute towards collecting data on a local and national level, to help make more informed decisions on issues that impact young people.
- Thank participants and share that they can see the collective results through the website.

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WORKSHOP PLAN

Workshop: Learning, Skills and Work - Plan B

Learning Objectives

- Explore the different ways you can learn and build new skills.
- Identify what helps or gets in the way of your learning.
- Recognise the skills you already have and how they can grow in everyday life.

Materials Needed

- Flipchart paper and markers
- Laptops/tablets (optional)

Workshop plan

5 min Introduction

- Ask young people to share their name (and if it will work for the group - one thing they enjoyed learning)
- Share that Voices for Impact is an online platform where young people like you can share your opinions on things like school, friends, and the environment, so leaders can make better decisions for young people.
- What makes it unique is that you do this digitally and quickly.
- Across NI, ROI, Scotland and Wales lots of young people are using this to help us gather collective data, to enable us to impact and influence decision making.
- Share the learning objectives for the session.
- If appropriate, discuss and establish ground rules for sharing and listening respectfully.

5 min Ice-breaker

Select one suitable for the group from the resources provided or select your own.

15 min Three corners

- Explain that participants will share quick opinions - we will have roughly 1 - 2 minutes per statement
- Have 3 corners: one for agree, one for disagree and one for don't know.
- Participants choose a corned based on their opinion.
- After you read out statement, get young people to stand at their corner and then ask them to share why they have chosen that side.

1. McDonald's is the best fast-food restaurant.
2. Schools should be allowed to sell junk food.
3. Students should be allowed to wear their own clothes instead of school uniforms.
4. Homework is an important part of learning.
5. Qualifications from school or university are what employers value most.
6. Schools need to do more to tackle bullying.
7. Career guidance in schools is essential for young people.
8. Having a university degree gives you better opportunities

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10 min Personal experience - school & education

- Divide into 2 smaller groups.
- Discuss your experience in school & education e.g. school, tech, training - your thoughts, experiences, opinions on it.
- Ask what was positive and challenging about it.
- Can explore the following issues:
- What have been some of the positive and more challenging parts of education for you (or others)?
- What could make schools better?
- Did or do you feel education is helping you learn and prepare for the future?
- Summarise the discussion and thank them for their contribution.

15 min Barriers & Bridges

- Staying in the same 2 smaller groups.
- We now want to discuss two areas
- Question 1 - Barriers: What makes learning or gaining new skills hard for you or other young people? What barriers exists for getting a job now or in the future?
- Question 2 - Bridges: What do young people need to make learning skills easier? What could help you now to be better prepared for jobs in the future?
- To record this, you can either have 2 flip chart pages and record answers on this.
- Or you can make it more interactive / creative by using materials (block, Jenga pieces) to build a bridge and as people answer they add a piece to it.
- Summarise the discussion and thank them for their participation.

10 min Survey

- Move into the full group.
- Guide participants through the Learning, Skills and Work survey on Voices for Impact website
- Support those who need help reading or understanding questions
- Encourage honest responses based on their own experiences
- Hand out tablets / laptops to get young people to complete; or if young people have their own device share the website or a QR code to the survey.

5 min Reflection and Close

- Reflection: One word describing how they feel or what they are thinking at the end of the sessions.
- Explain how their contributions will contribute towards collecting data on a local and national level, to help make more informed decisions on issues that impact young people.
- Thank participants and share that they can see the collective results through the website.

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